

### Data submission to the Ontario Ministry of Education

All publicly funded school boards submit annually to the Ontario Ministry of Education a report on Affirmative Action for women employees. The report includes data on the distribution of male and female staff, salaries, job competitions, vacancy projections, and staff training and development.

The Minister of Education will table in the Legislature an annual report on Affirmative Action in school boards. The report will contain information on individual boards as well as a provincial summary.

### Further Information

Information on developing an Affirmative Action plan is available from the regional offices of the Ministry of Education.

Publications that boards will find helpful in this connection are also available from the regional offices and the Ontario Women's Directorate.

### Ministry of Education Regional Offices

**Central Ontario Region**  
2025 Sheppard Avenue  
East  
Suite 3201  
Willowdale, Ontario  
M2J 1W4  
(416) 491-0330

**Eastern Ontario Region**  
1580 Merivale Road  
4th Floor  
Nepean, Ontario  
K2G 4B5  
(613) 225-9210

**Midnorthern Ontario Region**  
199 Larch Street  
7th Floor  
Sudbury, Ontario  
P3E 5P9  
(705) 675-4401

**Northeastern Ontario Region**  
P.O. Box 3020  
447 McKeown Avenue  
North Bay, Ontario  
P1B 8K7  
(705) 474-7210

**Western Ontario Region**  
759 Hyde Park Road  
London, Ontario  
N6H 3S6  
(519) 472-1440

**Northwestern Ontario Region**  
435 James Street South  
Thunder Bay, Ontario  
P7C 5G6  
(807) 475-1571

### Ontario Women's Directorate

Mowat Block, 4th Floor  
900 Bay Street  
Toronto, Ontario  
M7A 1C2

For information on Affirmative Action in general,  
call: **(416) 965-0564**

For publications, call:  
**(416) 965-1537**

### Affirmative Action Incentive Fund

Grants designed to assist school boards in establishing an Affirmative Action program are available from the Ontario government. Details may be obtained from the regional offices of the Ontario Ministry of Education.

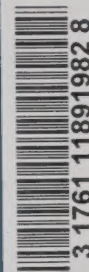
**Note:** Affirmative Action addresses the development of programs and policies related to women employees. Sex-role stereotyping in the curriculum is a related but separate issue. This issue can be addressed by school boards in the area of curriculum development.



Ministry  
of  
Education

Hon. Keith C. Norton, Q.C., Minister  
George R. Podrebarac, Deputy Minister

CA2PN  
DE  
-Z021



**Affirmative  
Action for  
Women  
Employees of  
School Boards**



# AFFIRMATIVE ACTION

## What Is Affirmative Action?

Affirmative Action is a program of activities whose aim is to diversify as well as raise the level of occupational opportunities for women.

An Affirmative Action program is a means of achieving equal employment opportunity for women. It involves establishing flexible goals and timetables to ensure that qualified women are included, on an equal and competitive basis, in all employment opportunities, and that they are given an equal opportunity to acquire the necessary qualifications and experience. The program also involves a review of employment-related policies and procedures so that unfair practices or those having an adverse effect on women may be identified and corrected.

Affirmative Action is an effective management tool which helps school boards make the best use of all their human resources.

## Why Is Affirmative Action Important?

As leaders in social change, school boards have a unique opportunity to be leaders in establishing equal employment opportunities. By implementing an Affirmative Action plan for women employees, school boards can:

- demonstrate a commitment to equality of employment opportunity for women;
- assist staff, students, and the community to prepare for the changing nature of the work place;
- provide a wide spectrum of role models for staff and students;
- ensure full utilization of valuable human resources.

## How Does a School Board Implement Affirmative Action?

Each board's approach to Affirmative Action will be unique, as boards will wish to tailor their Affirmative Action plans to their own particular needs and circumstances. Most Affirmative Action plans, however, incorporate or make provision for the following elements.

### Policy statement

The Board of Trustees publicly demonstrates its commitment to Affirmative Action by adopting a policy of Affirmative Action for women employees of the board. The policy is communicated to all levels of the system. A policy statement might read as follows:

In demonstrating its commitment to achieving equal employment opportunity, the board hereby undertakes a program of Affirmative Action for its women employees in order to diversify their occupational distribution within the system and to eliminate barriers to their full and equal participation in employment.

### Affirmative Action committee

Many school boards which have implemented an Affirmative Action program have found it useful and effective to establish an Affirmative Action committee to advise on issues related to the status of women employees. Representation on such committees usually includes individuals from all functional areas within the board, including teaching and non-teaching staff, as well as the person responsible for co-ordinating Affirmative Action activities.

### Affirmative Action co-ordinator

The development and implementation of an Affirmative Action plan usually requires the appointment of a co-ordinator who has at his/her disposal the time, staff, and financial resources needed to plan, develop, co-ordinate, monitor, and evaluate the Affirmative Action program. The co-ordinator maintains active liaison with appropriate committees and is accountable to the Director of Education.

### Data collection

A sound data base can assist a board in identifying areas for improvement in the status of women employees. A statistical analysis of the board's current work force is usually conducted, by department and job classification, to identify areas where women are underutilized. Data are also collected on the participation of women in staff training and development.

### Review of employment-related policies and procedures

A review of all employment-related policies and procedures is undertaken to identify areas where change may be needed. Some policies may not appear to be discriminatory, but their implementation may unintentionally benefit or disadvantage a group in a disproportionate manner. Particular emphasis is placed on recruitment techniques, selection criteria, training and development programs, promotion and transfer policies, and salaries and benefits.

### Development of an action plan with goals and timetables

Where the analysis of the data collected indicates that changes are necessary, the board develops a detailed plan aimed at achieving equal employment opportunity. Results-oriented goals and timetables are developed with respect to the hiring, training and development, and promotion of women. Planned activities might include an active search for women for job areas where they are underrepresented, provision of awareness sessions for all employees, and special training and development programs for women employees.

As part of the goal setting, a board may develop a specific numerical targetting model for the hiring and promotion of women. Targets are based on such factors as anticipated turnover, expansion or contraction of the work force, availability of persons with required skills, and the possibility of on-the-job training. These goals are not quotas, but, rather, are kept flexible and are reviewed and revised annually. Longer-range goals and timetables may also be set.

Senior school-board administrators are accountable to the board for the effective implementation of the Affirmative Action plan, in the same way as they are accountable for other organizational goals. The Director of Education may wish to delegate the responsibility for implementing some portions of the program to other employees of the board. The Affirmative Action Co-ordinator is usually accountable to the Director of Education for co-ordinating the overall development and implementation of the board-wide plan.